

COLLABORATIVE PLAN AND FUNDING CONTINUATION APPLICATION For Special Education Cooperatives

Indicator G – Successful Transition

Updated 05-30-08

Kentucky Department of Education
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NAME OF FISCAL AGENT:

Green River Regional Educational Cooperative

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Member Districts

Allen County

Barren County

Bowling Green Ind.

Butler County

Caverna Ind.

Cumberland County

Edmonson County

Glasgow Ind.

Member Districts

Green County

Hart County

Logan County

Metcalfe County

Monroe County

Russellville Ind.

Simpson County

Todd County

Member Districts

Warren County

Federal Fiscal year 2008
School Year 2007-2008

Indicator G	<p>Successful transition rates for youth with disabilities are comparable to the successful transition rates for youth without disabilities.</p> <p>Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p>
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1. *Analyze the data relevant to the indicator. Discuss any additional data that has been gathered.*

Regionally, the percent of students making a successful transition has increased for students with disabilities and decreased for students without disabilities. Two of our smallest districts show very low successful transition rates for students with disabilities. Although the difference between students with and without disabilities is only 2.78% regionally, there are nine districts where the difference is 14% or more.

For the most part, districts had either very low or very high performance on the indicator for IEPs with coordinated, measurable, and annual IEP goals that will reasonably enable the student to meet postsecondary goals. Six districts had 20% or below and ten districts had 80% or above.

2. *What are the possible root causes for the regional performance?*

- Progress for successful transition rates is attributed, for the most part, to a focus on transition planning within the region. Although there is quite a lot left to accomplish, great strides have been made in the past several years.
- There remains a culture of low expectations for students with disabilities especially in some of our smaller, more rural communities. Many parents would prefer that their children stay at home after graduation rather than entering the work force.
- There is a large need for additional training related to Indicator 13 – coordinated, measurable and annual IEP goals that will reasonably enable the student to meet postsecondary goals. This is a new indicator and not all districts received training early enough to positively impact their results for this indicator. Districts that have had intensive training by the coop have seen strong improvement in this area.

3. *What regional needs have been identified and prioritized?*

- Regional trainings are needed that focus specifically on the documentation requirements for Indicator 13. Some districts have requested district-specific training.
- Continued emphasis on improvement of the transition planning process is needed. The most successful model has been when the coop consultant works over time within the school assisting teachers individually with transition planning activities.

4. List activities that will be conducted to maintain or improve regional performance in the table below.

Strategies/Activities	Responsible Person(s)	Timelines	Update
Administrative Support			
1. Gather data about how Community Based Work Transition Programs impact successful transition rates.	LeAnn Marksberry	1/07	IP-C
2. Study high performing districts to identify commonalities.	Pam Coe LeAnn Marksberry	4/07	IP-C
3. Continue to investigate root causes for successful transition rates in the region.	Pam Coe	1/07	I-C
Professional Development/Technical Assistance			
4. Provide training and technical assistance for teachers in utilization of TEACCH methodology.	Deb Myers	Ongoing	I-O
5. Provide training and technical assistance for utilization of Social Stories.	Deb Myers	Ongoing	I-O
6. Support and sponsor annual Job & Transition Fair	All	2/07	I-C
7. Provide transition training including: <ul style="list-style-type: none"> • ILP training for General and Special Education teachers and administrators. • Person-centered planning • Lifebuilding 	LeAnn Marksberry	Ongoing	I-C
Networking/Collaborating			
8. Develop district transition teams in districts whose successful transition rates are lowest for students with disabilities	LeAnn Marksberry	Ongoing	I-C
9. Facilitate and support the Regional Interagency Transition Team	LeAnn Marksberry	Ongoing	I-C
10. Network with college and university disability coordinators through Kentucky Ahead	LeAnn Marksberry	Ongoing	I-C
11. Continue to schedule adult service providers to speak at the School Psychologists group.	Deb Myers	Ongoing	I-C
12. Participate in the Youth Alliance	LeAnn Marksberry	Ongoing	I-C

<i>13. Conduct regional trainings on Indicator 13.</i>	<i>LeAnn Marksberry</i>	<i>Ongoing</i>	
<i>14. Conduct district specific trainings on Indicator 13 for Bowling Green Ind. and other districts by request.</i>	<i>LeAnn Marksberry</i>	<i>Ongoing</i>	
<i>15. Schedule Meada Hall and Beth Harrison to attend a directors meeting to discuss Job Coach Training and Post School Outcomes data.</i>	<i>Pam Coe</i>	<i>Spring 2008</i>	

<u>Update Codes</u>		
I=Implemented	C=Completed	New Activities in <i>bold italics</i>
IP=Implemented Partially	O=Ongoing	
NI=Not Implemented	D=Discontinued	